

| Level: | 1 |
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| Value for TQT: | |
| Learning outcomes <i>The learner will be able to:</i> | Assessment criteria <i>The learner can:</i> |
| 1 Understand why health and safety is important in the construction workplace | <p>1.1 Define what is the construction workplace.</p> <p>Definitions should include:</p> <ul style="list-style-type: none"> – variation of construction activities from mobilisation to completion – 'construction work' means the carrying out of any building, civil engineering or engineering construction work and includes: <ul style="list-style-type: none"> • the construction, alteration, conversion, fitting out, commissioning, renovation, repair, upkeep, redecoration, or other maintenance (including cleaning which involves the use of water or an abrasive at high pressure, or the use of corrosive or toxic substances), de-commissioning, demolition or dismantling of a structure – types of work and basic definition of construction sectors, including <ul style="list-style-type: none"> • building, • civil engineering • building services • design • demolition – location of works, including <ul style="list-style-type: none"> • internal/external • above ground/ground level/below ground • urban/rural • marine |
| | 1.2 State the reasons why adherence to health and safety is important. |
| | 1.3 State the meaning of the following in relation to health and safety at work: <ul style="list-style-type: none"> – accident – near miss – hazard – risk – control measures – safe systems of work – competence |
| | 1.4 State common causes of work-related: <ul style="list-style-type: none"> – Fatalities, to include: <ul style="list-style-type: none"> • Falls from height • Struck by moving vehicle |

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| | <ul style="list-style-type: none"> • Struck by moving object • Trapped by collapse • Contact with moving machinery • Contact with electricity <p>– Injuries, to include:</p> <ul style="list-style-type: none"> • slips, trips and falls on same level • Injuries occurring whilst handling, lifting or carrying • Struck by moving object • Acts of violence • Falls from height <p>– Health illnesses, to include:</p> <ul style="list-style-type: none"> • Excessive noise • Vibrating tool injuries • Dust-related illnesses • Work-related stress • Exposure to hazardous materials |
| Learning outcomes <i>The learner will be able to:</i> | Assessment criteria <i>The learner can:</i> |
| 2 Understand the principles of the roles within construction and their legal responsibilities for maintaining and improving health and safety at work | 2.1 Define the key roles in the construction workplace whether employed or self-employed. Define the meaning of 'employer', 'employee', 'employed' and 'self-employed', as well as outlining the meaning and functions of: <ul style="list-style-type: none"> – Operatives – Supervisors – Managers |
| | 2.2 Define the key roles in the construction workplace as identified in Construction (Design & Management) Regulations (CDM) 2015, to include: <ul style="list-style-type: none"> – Client – Principal Contractor – Principal Designer – Contractor – Designer – Worker |
| | 2.3 Identify the legal frameworks, regulations and responsibilities in relation to the key legislation below: <ul style="list-style-type: none"> – Health and Safety at Work Act (HASAWA) 1974 – Construction (Design and Management) Regulations (CDM) 2015 – Management of Health and Safety at Work Regulations 1999 – Principles of Risk Assessment – Building Safety Act 2022 |

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| 2 continued | 2.4 | Describe the purpose and content of risk assessments and method statements in ensuring safety, health, and wellbeing |
| | 2.5 | Identify the principles for incident reporting and emergency response |
| | 2.6 | Describe the potential legal consequences of non-compliance with health and safety responsibilities, to include: <ul style="list-style-type: none"> – Damages – Enforcement notices – Fines – Imprisonment |
| Learning outcomes <i>The learner will be able to:</i> | Assessment criteria <i>The learner can:</i> | |
| 3 Understand how health can be affected in the workplace and the key controls | 3.1 | List common health hazards associated with construction activities |
| | 3.2 | Identify the attributes of poor working conditions |
| | 3.3 | Describe key control measures to mitigate health risks, to include: <ul style="list-style-type: none"> – Design of work activity – Selection of equipment – Natural or forced ventilation – Dust suppression and extraction – Correct and fitted RPE – Noise suppression and segregated working – Washrooms and welfare facilities – Correct and appropriate use of PPE – Appropriate and clear signage |
| | 3.4 | Identify relevant safety signage and symbols relating to health, in relation to: <ul style="list-style-type: none"> – Asbestos warning – Dust warning – Mandatory RPE – Mandatory PPE – Noise hazard – COSHH warning – Bespoke warning – Lift correctly |
| | 3.5 | Explain the role of occupational health surveillance in promoting worker health |
| | 3.6 | State the importance of reporting health concerns and adhering to safe systems of work |

| | <p>3.7 Describe the potential health consequences of non-compliance with health and safety responsibilities, both immediate and long-term, to include:</p> <ul style="list-style-type: none"> – Immediate – long term – acute – chronic |
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| Learning outcomes <i>The learner will be able to:</i> | Assessment criteria <i>The learner can:</i> |
| <p>4 Understand how safety can be affected in the workplace and the key controls</p> | <p>4.1 List common safety hazards in construction environments</p> |
| | <p>4.2 Identify the characteristics and appearance of good working conditions and environment</p> |
| | <p>4.3 Describe key control measures to mitigate safety risks, to include:</p> <ul style="list-style-type: none"> - Engineering controls: <ul style="list-style-type: none"> • Falling Object Protective Structure (FOPS) • Roll-over Protective Structure (ROPS) • Machine guards • Local Exhaust Ventilation (LEV) • Cameras and Sensors – for example blind spots, proximity, gas and dust • Temporary works – for example, edge protection and ground shoring • Lighting and guarding • Fall arrest/restraint systems - Administrative controls: <ul style="list-style-type: none"> • Competence framework • Design of work activity • Selection of equipment • Correct and fitted RPE • Washrooms and welfare facilities • Appropriate and clear signage • Risk Assessment and Method Statement (RAMS) • Hierarchy of controls • Permit to work – high risk activities • Traffic segregation • Traffic Marshall |

| | <ul style="list-style-type: none"> • Task specific PPE, such as working at height PPE |
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| | <p>4.4 Identify relevant signage and symbols relating to safety, to include:</p> <ul style="list-style-type: none"> – WAH-related warning – Mandatory PPE/RPE guidance – Access prohibition and exclusion zone notices – Plant/machinery warning – Excavation warning – Electrical warning – First aid and emergency provision – Lifting operations – Safe Working Loads (SWL) – Safety inspection notices |
| | <p>4.5 Describe the potential consequences of non-compliance with health and safety responsibilities, to include:</p> <ul style="list-style-type: none"> – Penalties to the individual and the company – Poor working culture – Recruitment and retention – Reputational damage – Increased insurance costs |
| Learning outcomes | Assessment criteria |
| <i>The learner will be able to:</i> | <i>The learner can:</i> |
| 5 Understand how wellbeing can be affected in the workplace and the key controls | 5.1 Define workplace wellbeing and its importance in construction |
| | 5.2 Identify factors that can affect worker wellbeing |
| | 5.3 State the benefits of promoting positive mental health and wellbeing |
| | <p>5.4 Describe control measures to improve worker wellbeing, to include:</p> <ul style="list-style-type: none"> – Rest breaks – Workload management – Access to mental and physical health support – Positive organisational attitude and culture towards mental and physical health management – Risk assessments |
| | 5.5 State the impacts of disregarding mental health and wellbeing, to include: |

| | <ul style="list-style-type: none"> – Project time loss due to illness related absence – Disempowered employees are less likely to: <ul style="list-style-type: none"> • Propose new ideas • Feel confident to speak out on matters of importance • Deliver quality – Disempowered employees are more likely to take risks – Employee retention – Employee recruitment – Negative company reputation – Presenteeism |
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| 6 Understand how serious injuries and fatalities occur in the workplace and the key controls | 6.1 Define the following terms: <ul style="list-style-type: none"> – Vehicle, plant and machinery movement – Lifting operations – Working at height – Utility services – Working in excavations – Confined spaces |
| | 6.2 List the associated hazards which can result in serious injuries or fatalities in the workplace |
| | 6.3 Describe the control measures to reduce risks in: <ul style="list-style-type: none"> – Vehicle, plant and machinery movement – Lifting operations – Working at height – Operations in close proximity to utility services – Working in excavations – Confined spaces |
| | 6.4 Identify the impacts of a serious injury or fatality on: <ul style="list-style-type: none"> – The individual directly involved – Work colleagues witnessing the incident – Family and friends – The company |